

**EDA 383: Language and Literacy in the Content Areas**  
**Cohort 16**  
**Fall 2010**

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**Instructor:** Bunny Bauernfeind  
**Email:** [harriet.bauernfeind@cuw.edu](mailto:harriet.bauernfeind@cuw.edu)  
**Telephone:** 262-376-6567 (W)  
262-502-9304 (H)

**Course Time:** 4:30-8:30 pm, Wednesdays  
**Location:** Concordia University, Rincker 001  
**Office hours:** By appointment

**Language and Literacy in the Content Areas** provides an in-depth study of the relationship of reading, writing, speaking, listening, research, inquiry and media knowledge as it relates to the literacy demands in different content areas. Emphasis is on the practical application of reading theory to content, lesson planning and instruction.

EDA 383 is designed for pre-service teachers seeking K-12 or 6-12 certification. To insure that students receive the knowledge and skills they will need to be competent 21<sup>st</sup> century citizens, classroom teachers must address the literacy demands of their specific content areas. Throughout this course, pre-service teachers will examine multiple literacies and proven instructional practices that will prepare them to effectively mentor their students in developing as readers and learners in the content areas. In accordance with the philosophy and Mission Statement of Concordia University, Language and Literacy in the Content Areas is designed to develop pre-service teachers' professional competencies as they prepare to serve God, the church and society. 3 credits

**I. STATEMENT OF SPECIFIC COURSE OBJECTIVES**

**A. Concepts, principles, and understandings**

As a result of this course, students will:

1. define content-area literacy and develop a justification for its use (Standard 1)
2. explain the importance of pre-reading, during-reading, and after-reading strategies in developing active readers (Standards 2 and 4)
3. recognize the importance of vocabulary development in content-area literacy and learn strategies to promote it (Standards 2 and 4)
4. apply current research and principles of content-area literacy (Standard 9)
5. develop a personal philosophy of teaching language arts in the content area in light of 21<sup>st</sup> century education frameworks (Standards 4 and 9)
6. practice structuring lessons that directly and actively support literacy acquisition in the content area (Standards 1, 4 and 6)
7. understand the role of assessment and how it can be utilized to improve student achievement (Standards 8 and 9)
8. analyze classroom texts for factors that make them easier or more difficult to comprehend (Standards 3 and 7)
9. demonstrate an understanding of the interdependence between classroom activities, state and core standards, and district curriculum (Standard 10).

**B. Attitudes, interests, and appreciations**

The students also will:

1. recognize and appreciate students' diverse learning styles in order to ensure lessons meet the needs of all students (Standard 7)
2. appreciate the interrelatedness of word analysis skills and comprehension (Standard 1)
3. seek out new strategies and methodologies to promote content-area literacy, including the use of

4. technology, and continue the reading of professional literature and journals (Standards 4 and 6)
4. strive to acquire new interests and broaden their horizons to better meet the interests of their students. (Standard 9).

### C. Habits, conduct, and skills

Furthermore, students will:

1. use instructional strategies which foster students' enjoyment, aesthetic appreciation, and critical understanding of the printed and spoken word (Standards 2, 3, 4)
2. recognize students' varied interests and reading levels in order to suggest appropriate reading materials (Standards 3, 7)
3. use a variety of means to assess reading, writing and texts in terms of readability, format, interest, and lack of bias (Standard 8)
4. identify how, when, and where to use multiple, research-based strategies in the teaching of reading, writing, speaking, listening, research and inquiry, and media skills to improve student learning in the content area (Standards 1, 2, 4, 5, and 7)
5. collaborate, build knowledge, and practice reflection with peers and expert others found in places such as texts, online, and within the community (Standards, 9, 10).

## II. COURSE REQUIREMENTS

### Attendance and Participation

This course seeks to strengthen the learning community that has been established throughout Cohort 16. As a member of this community, your presence in class is valued and necessary. An absence or failure to arrive on time limits both your learning and your role in the learning of your peers. For this reason attending class is mandatory. Full participation in discussions, in class and online, as well as group and class activities is expected.

In order to maintain a positive learning community the use of computers in class is acceptable for note taking purposes during lectures and discussions. Internet use during class is restricted to assigned inquiry projects. University laptops will be reserved for student use as needed.

If you will be absent you must email or call before class to let the instructor know you will not attend. Furthermore, you are responsible for everything presented in class during your absence. Two absences, or less than a total of 80% attendance, will result in an automatic failure for the course.

### Late Work Policy

Assignments are to be turned in on the due date listed on the course syllabus. If you cannot meet a course deadline, it is your responsibility to inform the instructor **before the due date**. Failure to communicate will result in the assignment's final grade being lowered by one letter grade for each day it is late.

### Written Work

Written work must be double-spaced, typed, and adhere to the conventions of standard American edited English. APA format should be followed in citing references. Students interested in resubmitting revised course work may do so **once** for a maximum grade of 85%. Revisions must be completed **within one class session** of the graded assignment.

### Syllabus Revision

The instructor reserves the right to revise the syllabus if deemed necessary and appropriate for the needs of the students.

### Accommodation

Concordia University and the instructors wish to affirm the intent of the Federal Law: PL 93-112 Section 504 of the Vocational Rehabilitation Act of 1973 and PL 101-476 Individuals with Disabilities Education Act. If you require alternative instructional and/or evaluation procedures due to a handicapping condition, you should feel free to discuss these needs so that appropriate arrangements can be made.

### III. EVALUATION PROCEDURES

A. Reader Response Blog	25%
B. Content- Area Memoir	5%
C. Shared Research and Inquiry Wiki	15%
D. Reading Strategy Presentations	15%
E. Inquiry Circles	10%
F. Final Project	30%

#### **Reader Response Blog (20%)**

Throughout the course you will participate in an online blog responding to various questions related to the assigned readings and/or class activities that will be posted each week. You are expected to respond to each prompt as well as respond to colleagues' posts as assigned.

#### **Content-Area Memoir (10%)**

Your personal experiences as a student in the classes of the discipline you are pursuing are worth remembering as you enter the profession hoping to reach students such as you once were. Think back to that content-area class (or classes) that impacted you and write 2-3 pages typed, double-spaced memoir about your experience. You may choose either a class (or classes) that inspired you in the discipline or one that typified your worst experience.

As you write your memoir, you may want to explore some of the following questions:

- What stands out to you about the teacher's role in this class?
- Describe and analyze the *triumph* or the *trauma* you experienced in this class.
- How did this class shape your abilities and attitudes about this discipline?
- In what ways did this class help you develop as a reader and writer in this discipline?
- As you look back, what is the biggest lesson you learned through this experience related to your current desire to become a teacher?

#### **Shared Research and Inquiry Wiki (15%)**

You will work in a small group to conduct shared research and inquiry that focuses on:

- adolescent literacy
- understanding content area text
- developing content-area vocabulary

The class will create a wiki to present their findings. The wiki must include an overview of the above-mentioned topics citing details (synthesis, not summaries) from professional or peer-reviewed journals that refer to current research. You must also describe ways to use the ideas from the articles in the classroom, how the ideas can benefit you in your role as a teacher, and additional resources you uncover during inquiry. Suggested sources for articles:

*Journal of Adolescent & Adult Literacy* (International Reading Association)  
*WSRA Reading Journal* (Wisconsin Reading Association)  
*Educational Leadership* (ASCD)  
 Content Area Professional Organization Journals

#### **Reading Strategies Class Presentation (15%)**

In small groups, you will learn more about pre-reading, during-reading, and after-reading strategies. Your small group will choose one reading strategy to demonstrate to the class with the remaining cohort members serving as your students.

Your literacy strategy presentation should focus on reading material or writing assignments encountered in your content area and address how the chosen strategy will support student learning.

- Presentations are limited to 15 minutes.
- Be sure that “students” read or do an activity sometime during your lesson.
- Write a lesson plan for your reading strategy presentation using the CUW lesson plan template. Make sure to clearly explain the steps in the strategy and include the ways in which this strategy could be used to support the needs of struggling readers, English language learners, and students who have individualized educational programs.
- Post your lesson plan on Angel prior to your presentation.
- Optional—class handouts.

### **Inquiry Circles (10%)**

You will choose a book to read and discuss in a small-group inquiry circle. In preparing for your small-group discussion, you will apply the ideas and strategies learned throughout the course.

### **Final Project (30%)**

This project will demonstrate your understanding and application of what you have learned in EDA 383. You have some creative choice in both the content and the presentation of this project; however, please adhere to the following criteria:

1. Include an introduction to your project that describes/defines adolescent literacy as it applies to your discipline and present your rationale for the use of content-area reading strategies to promote student learning.
2. Choose eight literacy strategies that you envision using in your content-area classroom. These will be strategies that you read about, practice in class, and/or observe teachers using.
  - For each strategy, write about why you would use it, how you would use it, and provide an original example of what it looks like in your content area.
  - Include at least one vocabulary strategy, one writing strategy, one discussion strategy, and one note taking/study strategy. Clearly mark the strategies.
3. Create an annotated text set of different “texts” (minimum of 8) that represent a specific concept in your content area. “Texts” can include written, visual, auditory, or other forms of content, such as trade books, websites, videos, articles, music, games, or cartoons. Your annotation should provide a 3-4 sentence description of the “text” briefly summarizing its content, highlighting its relevance for concept development, and outlining possible ways it could be used with students.
4. Choose **one** of the following components to include in your project. Discuss how you will differentiate learning in this component. How will you address the needs of diverse learners such as struggling readers, English language learners, and advanced/gifted and talented students to ensure that all students succeed:
  - Create an annotated list (minimum of 6) highlighting different blogs, wikis, podcasts, or Twitter sites that address a specific concept in your content area. Your annotation should provide a 3-4 sentence description of the site briefly summarizing its content, highlighting its relevance to your content area, and outlining possible ways it could be used with students.
  - Create your own wiki, blog, podcast, or Twitter site for use with students in your classroom with a minimum of 3 different tasks for students to complete. Explain your site, how it relates to a specific concept in your discipline, and the advantages versus disadvantages of its use in the classroom.
  - Choose a specific concept in your discipline to explore different perspectives/bias with students. Choose a minimum of six “texts” (see first bulleted point under 3 above). Explain how these texts would guide students in understanding different perspectives and recognizing bias. Describe how you would structure this type of assignment in your classroom.
  - Your own idea or area of interest, with prior approval from the instructor.
5. Include a bibliography, APA style, which cites all sources used for this project.

### Grading Guidelines:

- A 90-100 (A). Excellent in every way; well written and thoughtfully considered; outstanding insights and analysis; free of problems with mechanics or syntax; few or no suggestions on how the assignment could be improved.
- B 80-89 (B). Above average; solid job; a few aspects which could use revision or further study, but overall good; a grade of B indicates successful work.
- C 70-79 (C). Competent, but lacking much more than a pedestrian approach to the topic; somewhat weak in a certain aspect or aspects of the requirements, but still an acceptable job.
- D 60-69 (D). Below average; does not meet all of the requirements, or has some fundamental flaw; ill-prepared or not well considered; no clear evidence of understanding.
- F 59 and lower (F). Unacceptable work.

\*\* Assignment-specific rubrics will be used to evaluate student work and can be viewed on Angel.

### IV. COURSE TEXTS

#### Required:

1. Beers, K., Probst, R. K., Reif, L. (2007). [\*Adolescent literacy: Turning promise into practice\*](#). Portsmouth, NH: Heinemann.
2. Tovani, C. (2004). [\*Do I really have to teach reading? Content comprehension, grades 6-12\*](#). Portland, ME: Stenhouse.
3. Choose **one** of the following books to read for an inquiry circle discussion:
  - Esquith, R. (2004). [\*There are no shortcuts\*](#). Lanham, MD: Anchor.
  - Foote, D. (2008). [\*Relentless pursuit: A year in the trenches with Teach for America\*](#). New York: Knopf.
  - Mathews, J. (2009). [\*Work hard. Be nice: How two inspired teachers created the most promising schools in America\*](#). New York: Algonquin Books.

#### Recommended Text:

- Buehl, D. R. (2009). [\*Classroom Strategies for Interactive Learning\*](#). Newark, DE: International Reading Association.

#### IV. COURSE SCHEDULE

Date:	Class Topics:	Assignments Due:	Read:
8/18	<ul style="list-style-type: none"> <li>Course Overview/Review syllabus</li> <li>Choose inquiry circle book</li> <li>Content Area Literacy</li> <li>Text Structure and Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Bring an example textbook that you could use instructionally with students in your future classroom</li> <li>Sign in to EDA 383 on Angel to complete a survey and view the reader response prompt to consider for in-class discussion</li> </ul> <p><i>**Note: Content-area textbooks can be checked out from Rincker Library</i></p>	<p><u>Tovani</u>, Ch. 1,2</p> <p><u>Beers</u>, Introduction, Ch. 1,*4</p>
8/25	<ul style="list-style-type: none"> <li>Writer's Workshop</li> <li>Research/Library Skills</li> <li>Digital Literacy</li> <li>Shared Research and Inquiry</li> <li>Wiki Work</li> </ul>	<ul style="list-style-type: none"> <li>Content-Area Memoir (bring 2 hard copies to class)</li> <li>Reader Response Blog</li> </ul>	<p><u>Tovani</u>, Ch. 3,5</p> <p><u>Beers</u>, Ch.*10, 14, 15</p>
9/1	<ul style="list-style-type: none"> <li>Enhancing vocabulary, writing and discussion</li> <li>Text Sets</li> <li>View Strategy Videos</li> </ul>	<ul style="list-style-type: none"> <li>Class Wiki</li> <li>Reader Response Blog</li> <li>Revised Content-Area Memoir</li> </ul>	<p><u>Tovani</u>, Ch. 4,7</p> <p><u>Beers</u>, Ch. *6,7,11, 13</p>
9/8	<ul style="list-style-type: none"> <li>Struggling Readers/ELL students</li> <li>Study Skills</li> <li>Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Reader Response Blog</li> <li>Lesson Plan for Partner Reading Strategy Presentation</li> </ul>	<p><u>Tovani</u>, Ch. 6,8-9</p> <p><u>Beers</u>, Ch. *8, 17, pgs. 250-256, 278-288</p>
9/15	<ul style="list-style-type: none"> <li>Partner Reading Strategy Presentations</li> <li>Literature Circles</li> </ul>	<ul style="list-style-type: none"> <li>Partner Reading Strategy Presentation</li> <li>Final Project</li> </ul>	Lit. circle book of choice

*\*optional reading*

## RESOURCE MATERIALS

### 1. General Bibliography

#### a. books

- Akhavan, N. (2007). *Accelerated vocabulary instruction*. New York: Scholastic.
- Adler, M., & Rougle, E. (2005). *Building literacy through classroom discussion*. New York: Scholastic.
- Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. Portland, ME: Stenhouse.
- Allen, K. K., & Miller, M. S. (2000). *Literacy and learning: Strategies for middle and secondary school teachers*. Boston: Houghton Mifflin.
- Allington, R. L. (2006). *What really matters for struggling readers*. Boston: Pearson, Allyn and Bacon.
- Berg, E., LaRocco, C., Olson, A., Ott, T., & Sessoms, T. eds. (2005). *Strategic reading in the content areas: Boosting achievement in grades 7-12*. Rexford, NY: International Center for Leadership in Education.
- Chapman, C., & King, R. (2003). *Differentiated instructional strategies for reading in the content areas*. Thousand Oaks, CA: Corwin Press.
- Cunningham, P. M., & Allington, R. L. (2007). *Classrooms that work: They can all read and write* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Daniels, H., & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (2001). *Guiding readers and writers*. Portsmouth, NH: Heinemann.
- Harvey, S., & Goudvis, A. *Strategies that work*. (2007). Portland, Maine: Stenhouse.
- Irvin, J. L., Buehl, D. R., & Klemp, R. M. (2003). *Reading and the high school student: Strategies to enhance literacy*. Boston: Allyn & Bacon.
- Kajder, S. B. (2006). *Bringing the outside in: Visual ways to engage reluctant readers*. Portland, ME: Stenhouse.

- Kajder, S. B. (2003). *The tech-savvy english classroom*. Portland, ME: Stenhouse.
- Keene, E. (2006). *Assessing comprehension thinking strategies*. Huntington Beach, CA: Shell Educational Publishing.
- Keene, E., & Zimmermann, S. (2007). *Mosaic of thought*. Portsmouth, NH: Heinemann.
- Konz, M. K. (1987). *Master your textbook with FIRAR*. Mequon, WI: Marsha Konz, 12800 N. Lake Shore Drive.
- Kryza, K., Stephens, S. J., & Duncan, A. (2007). *Inspiring middle and secondary learners: Honoring differences and creating community through differentiating instructional practices*. Thousand Oaks, CA: Corwin Press.
- Lewis, P. J., & Robb, L. (2007). *Poems for teaching in the content areas: 75 powerful poems to enhance your history, geography, science, and math lessons*. New York: Scholastic.
- Marzano, R. J., Pickering, D. J., & Pollock, J.E. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Morretta, T. M., & Ambrosine, M. (2000). *Practical approaches for teaching reading and writing in middle schools*. Newark, DE: International Reading Association.
- Oczkus, L. D. (2006). *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.
- Opitz, M. F., Ford, M. P., & Zbaracki, M. D. (2006). *Books and beyond: New ways to reach readers*. Portsmouth, NH: Heinemann.
- Probst, R. E. (2004). *Response and analysis: Teaching literature in secondary schools*. Portsmouth, NH: Heinemann.
- Raphael, T. E., Kehus, M., & Damphousse, K. (2001). *Book club for middle school*. Lawrence, MA: Small Planet Communications, Inc.
- Rasinski, T.R. (2003). *The fluent reader*. New York: Scholastic Professional Books.
- Robb, L. (2008). *Differentiating reading instruction: How to teach reading to meet the needs of each student*. New York: Scholastic.
- Robb, L. (2000). *Teaching reading in middle school*. New York: Scholastic Professional Books.
- Robb, L. (2003). *Teaching reading in social studies, science, and math*. New York: Scholastic.



Santman, D. (2005). *Shades of meaning: comprehending and interpretation in middle school*.  
Portsmouth, NH: Heinemann.

Spandel, V. (2005). *Creating writers through 6-trait writing assessment and instruction* (4<sup>th</sup>  
ed.). Boston: Pearson and Allyn and Bacon.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent  
readers*. Portland, ME: Stenhouse.

Wilhelm, J. D. (2002). *Action strategies for deepening comprehension*. New York: Scholastic.

Wisconsin Department of Public Instruction. (2007). *Adolescent Learning Toolkit*. Madison, WI:  
Wisconsin DPI.

Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*.  
Alexandria, VA: Association for Supervision and Curriculum Development.

Zwiers, J. (2004). *Building reading comprehension habits in grades 6-12: A toolkit of  
classroom activities*. Newark, DE: International Reading Association.

b. periodicals

*Educational Leadership*  
*Instructor*  
*Journal of Adolescent and Adult Reading*  
*NASSP Journal*  
*Phi Delta Kappan*  
*Reading Research Quarterly*  
*Reading Today*  
*TechTrends*

2. For the instructor's preparation and teaching

Alvermann, D. E., Phelps, S. F., & Ridgeway, V. G. (2007). *Content reading and  
literacy: Succeeding in today's diverse classrooms* (5th ed.). Boston:  
Pearson, Allyn and Bacon.

Corbin, B. (2008). *Unleashing the potential of the teenage brain: 10 powerful ideas*.  
Thousand Oaks, CA: Corwin Press.

Heller, R., & Greenleaf, C. L. (2007). *Literacy instruction in the content areas: Getting  
to the core of middle and high school improvement*. Washington DC: Alliance For  
Excellent Education.

- Ippolito, J., Steele, J. L., & Samson, J. F. eds. (2008). *Harvard Educational Review: Adolescent Literacy*. Cambridge, MA: Harvard University Press.
- Irvin, J. L. (1998). *Reading and the middle school student: Strategies to enhance literacy* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.
- Rycik, J. A., & Irvin, J. L. (2005). *Teaching reading in the middle grades: Understanding and supporting literacy development*. Boston: Pearson, and Allyn and Bacon.
- Singer, H., & Donlan, D. (1989). *Reading and learning from text* (2<sup>nd</sup> ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Sousa, D. A. (2005). *How the brain learns to read*. Thousand Oaks, CA: Corwin Press.
- Stone, R. (2004). *Best teaching practices for reaching all learners: What award-winning classroom teachers do*. Thousand Oaks, CA: Corwin Press.
- Tileston, D. W. (2005). *10 best teaching practices: How brain research, learning styles, and standards define teaching competencies*. Thousand Oaks, CA: Corwin Press.
- Vacca, R. T., & Vacca, J. A. L. (2005). *Content area reading: literacy and learning across the curriculum* (8<sup>th</sup> ed.). Boston: Pearson, and Allyn and Bacon.
- Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice: Today's standards for teaching and learning in America's schools*. Portsmouth, NH: Heinemann.